**MICHIGAN STATE UNIVERSITY**

**PSY 455 Industrial and Organizational Psychology, Section 001**

**Fall 2025**

**Tuesday/Thursday 10:20 – 11:40am**

**Berkey Hall, Room 100**

**Professor: Dr. Kevin Hoff**

Office: Psychology Building 346 Office Hour: Thursday, 11:45-12:45pm, or by appointment

Email: [khoff@msu.edu](mailto:khoff@msu.edu)

# Required Materials

* **iClicker software on mobile phone (free for MSU students)**: Required for tracking attendance (see below).
* All readings will be posted through weblinks or pdfs of articles. Note you do NOT need to purchase any of the readings. PDFs of required readings will be made available for the entire semester through this Sharepoint folder: [PSY 455 - Readings](https://michiganstate-my.sharepoint.com/:f:/g/personal/khoff_msu_edu/EvvxOG1-qxtGhS6Arscg2BUB-ghlqV3xxJFyKC-sAa2rAQ?e=cD7ehr)

Course Description

Psychology 455 is designed to provide an in-depth perspective to the field of Industrial and Organizational (I/O) Psychology and the application of psychological research to the workplace. In particular, the emphasis for this class is on career development and how work is changing due to technology and other societal forces. The course focuses on many issues relevant to AI and technology’s impact on people’s careers and the field of I/O psychology. The course is intended to provide both a conceptual and a practical orientation to these topics. Consequently, many sessions for the class will take a group discussion/seminar approach to examining topics, while other classes will involve practical issues related to career development and the future of work.

Prerequisite

Prerequisites include Psychology 255 and Psychology 295 and completion of Tier I writing requirement.

Why an Advanced Course in I/O Psychology?

Most of us will spend a large proportion of our time working as adults. By understanding how careers and organizations operate, you can improve your own career skills and identify issues that are important to you before taking your first job after MSU. On a personal note, I was an undergraduate in search of a career path once – and I often felt lost and uncertain – so regardless of where you at with your career, this course is designed to help you plan for and manage your own career!

Meet the Professor/Instructor for the Class

I first became interested in psychology when taking an AP Psych class in high school, but I chose to major in environmental science and eventually found my way back to psychology—first to counseling psychology and then to I/O psychology. I am grateful to have discovered I/O psychology as it is an impactful and growing field. My major research interests involve career development, personality and interest assessments, and career success. I have published over 30 articles, chapters and books and have been a consultant with large organizations, including the World Bank and the U.S. Department of Labor. My Ph.D. is in psychology from the University of Illinois at Urbana-Champaign. Further information can be found at: <https://psychology.msu.edu/directory/hoff-kevin.html>

# Instructional Objectives

* To examine core topics in industrial/organizational psychology, in light of current trends in society and changes in the workplace
* To apply psychological principles to understand and apply effective career management skills
* To develop expertise in how to evaluate research and evidence-based practices in career planning and organizational decision-making
* To enhance oral communication skills (i.e., speaking and listening) and critical thinking through class discussion and groupwork.
* To enhance skills as a writer in the discipline through a variety of writing tasks and feedback (Tier II writing course)

# Course Requirements and Grading

Attendance/participation 75 points

Class discussion leader 25 points

Two in-class exams 200 points

Written assignments (best 2 grades of 3) 200 points

**Total** **500 points**

Final Grades will be determined as follows:

|  |  |  |
| --- | --- | --- |
| Grade | Total points | Percentage |
| 4.0 | 460 and above | 92% and above |
| 3.5 | 428 – 459 | 85.5% – 91.9% |
| 3.0 | 398 – 427 | 79.5 – 85.4% |
| 2.5 | 373 – 397 | 74.5 – 79.4% |
| 2.0 | 348 – 372 | 69.5 – 74.4% |
| 1.5 | 323 – 347 | 64.5 – 69.4% |
| 1.0 | 298 – 322 | 59.5 – 64.4% |
| 0.0 | Below 298 | 59% and below |

*Note about grades:* I will firmly adhere to these cut-offs. I do not fit to a "curve" or "bump up" grades.

# Attendance and Participation

Attendance and participation are worth 75 total points, or 15% of your final grade. You can earn 20 of these points from attendance alone, and the remaining 55 points come from participation.

*Participation grades* reflect the extent to which you contributed to class discussion and groupwork throughout the semester while also showing engagement and respect towards others in the class, including by showing up on time, asking questions, paying attention, and staying off phones/social media.

*Attendance* will be tracked using iClicker software through your mobile device, beginning in week 2. There are 24 total classes where attendance will be tracked. To receive the full 20 attendance points, you need to attend 20 out of the 24 classes. This means that you can miss 4 classes without it counting against you. These 4 days of leniency are built into the grading policy to account for missed classes due to minor health issues, travel, or other circumstances that cause you to miss class. **Note you must be physically in class to respond to the iclicker poll that day!** Any excused absences (with documentation) must cover at least 3 class periods, in total, for attendance points to be added back. For example, if you miss 3 classes without documentation, but then have an excused absence with documentation causing you to miss 2 classes, the 2 excused classes would not be added back.

To register your iClicker app for this course, visit this site: <https://join.iclicker.com/BXQZ>. To receive credit, each student needs to [create an account in the iClicker student app](https://mhe.my.site.com/iclicker/s/article/How-to-Create-an-iClicker-Student-Account?r=800&ui-knowledge-components-aura-actions.KnowledgeArticleVersionCreateDraftFromOnlineAction.createDraftFromOnlineArticle=1):

* The **First** and **Last Name**in your iClicker account must match your name in D2L
* The **Email**in your iClicker account must be your school email.
* The **Student ID**in your iClicker account is the username you use to log into D2L.

# Written Assignments

There will be 3 written assignments due throughout the semester, each worth 100 points. However, only your top 2 written assignment grades will count towards your final point total, so the lowest grade will be dropped. Together, these assignments are worth 200 points (40% of your final grade). All assignments will be turned in through D2L using Turnitin software.

# Class Discussion Leader

Each student will be assigned one class period where you will serve as a co-discussion leader. In this role, your job will be to come up with 1 activity (e.g., a case study, video, quiz/game, writing exercise, and/or discussion prompt) to help facilitate class discussion. The activity should take 10-15 minutes of class time, and **you must email me your plan at least two days prior to the class period**. We will assign classes at the beginning of the semester, and I’m always happy to help students brainstorm ideas for their class (just ask in advance). This is worth 25 total points, or 5% of your final grade. Your grade for this assignment will be 50% effort and 50% communication (i.e., emailing/talking with Dr. Hoff to discuss and confirm your plan prior to class).

# In-Class Exams

There will be two in-class exams, each worth 100 points, consisting of mostly short-answer (written) questions. Together, the two tests will compose 200 points, 40% of your final grade.Tests will be closed book and closed notes.

# Make-up Policy

*All* assignments and tests must be completed when scheduled. Unless *prior permission* has been obtained, ***NO*** late or makeup assignments or tests will be accepted or given. Permission may be granted for those who contact the instructor *prior to* the scheduled date, and provides him with valid documentation related to the absence either before or after the absence.

# Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible.

# Religious Holiday

The official university policy is as follows:

*It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith. The faculty and staff should be sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. It is also the responsibility of those faculty who wish to be absent to make arrangements in advance with their chairpersons, who shall assume the responsibility for covering their classes. As Michigan State University has become increasingly multicultural, the incidence of conflicts between mandatory academic requirements and religious observances has increased. In the absence of a simple and dignified way to determine the validity of individual claims, the claim of a religious conflict should be accepted at face value. Be aware that some degrees of observance may have a more extensive period of observance. Instructors may expect a reasonable limit to the number of requests by any one student. Some instructors attempt to cover all reasons for student absences from required academic events such as quizzes or exams with a blanket policy, e.g., allowing the student to drop one grade or two quizzes without penalty. If this is meant to extend to religious observances, the instructor should state this clearly at the beginning of the term. If instructors require make-up exams, they retain the right to determine the content of the exams and the conditions of administration, giving due consideration to equitable treatment.*

# Misconduct

Cheating, plagiarism, or other forms of academic dishonesty will result in failure of the course.

The official university policy is as follows:

*The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall:*

*1. claim or submit the academic work of another as one’s own, including the use of generative AI (see next section, below).*

*2. procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.*

*3. complete or attempt to complete any assignment or examination for another individual without proper authorization.*

*4. allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.*

*5. alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.*

*6. fabricate or falsify data or results.*

# Generative AI Policy

The use of generative AI tools (such as ChatGPT, DALL-E, etc.) is not permitted in this class, unless explicitly stated otherwise on assignment guidelines; therefore, any use of AI tools for work in this class may be considered a violation of Michigan State University’s policy on academic integrity, the Spartan Code of Honor Academic Pledge and Student Rights and Responsibilities, since the work is not your own. The unauthorized use of AI tools to represent your own work will result in a grade of 0 on the assignment. Please see MSU’s guidelines for use of Generative AI, available here: <https://ai.msu.edu/guidelines>.

# Incomplete Policy

The official university policy is as follows:

*The I-Incomplete may be given only when: the student (a) has completed at least 6/7 of the term of instruction, but is unable to complete the class work and/or take the final examination because of illness or other compelling reason; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course. Provided these conditions are met, the instructor electing to give an I-Incomplete files an Agreement for Completion of (I) Incomplete at the time course grades are due. This agreement specifies what the student must do, and when, to remove the I-Incomplete. The department or school office gives a copy to the student, and retains a copy for at least one year.*

# Recording/photographing others or course content

As members of a learning community, you are expected to respect the intellectual property of others as well as the ability of others to discuss topics freely within the confines of the classroom. You are not allowed to record any activity yourself without the advance written permission of the instructor and any students whose voice or image is included in the recording. Posting a photo/video or other recording of anyone in the class to social media without their written consent is a violation of this policy, and may result in a penalty up to a 0.0 as a course grade, as well as other academic disciplinary sanctions as described by university policy.

# Emergency Procedures

If an emergency occurs that would require cancellation of a class session, I will send a notification via D2L. Similarly, if a weather emergency or illness outbreak requires us to switch from in-person to online, I will notify you. In case of an emergency while in person in class, it is your responsibility to know the emergency procedures posted by the exit door and to understand evacuation, shelter-in-place, and other MSU directives.

# Limits to confidentiality

Students should be aware that I am unable to maintain confidentiality when it conflicts with my responsibilities as a mandatory reporter within the university. That is, I must report to other University offices any information you share with me regarding (1) suspected child abuse/neglect, even if this happened when you were a child, (2) allegations of sexual assault or harassment involving MSU students, faculty or staff, and (3) credible threats of harm to oneself or others. These reports may trigger contact from a campus official; in almost all cases, it will be your decision if you wish to speak to that individual. If you would like to talk about any of the above in a setting that is confidential and not bound by mandatory reporting, please make an appointment with the MSU counseling services at www.caps.msu.

# Mental Health

Mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Services are available to assist you with addressing these and other concerns. You can learn more about the range of confidential mental health services available on campus via the Counseling & Psychiatric Services (CAPS) website at [www.caps.msu.edu](http://www.caps.msu.edu). Course Schedule (Subject to Change)

|  |  |  |
| --- | --- | --- |
| **Date/week** | **Topic**  **\*see Required Readings list, below, for each class** | **Due** |
| 1: Tues, Aug 26 | Introduction; Background on I-O Psych |  |
| Thurs, Aug 28 | Workplace trends |  |
| **Subtopic 1: Technology and the Changing Nature of Work** | | |
| 2: Tues, Sept 2 | Research methods in I-O Psych |  |
| Thurs, Sept 4 | Technology and AI overview |  |
| 3: Tues, Sept 9 | Where and how we work |  |
| Thurs, Sept 11 | Interactions of workers and technology |  |
| 4: Tues, Sept 16 | Technology and selection |  |
| Thurs, Sept 18 | Technology and training |  |
| 5: Tues, Sept 23 | Worker surveillance | **Writing Assign. 1** |
| Thurs, Sept 25 | Gig economy and alternative work arrangements |  |
| 6: Tues, Sept 30 | Technology and work around the world: part 1 |  |
| Thurs, Oct 2 | Technology and work around the world: part 2 |  |
| 7: Tues, Oct 7 | **EXAM 1** | **Exam 1 (in class)** |
| **Subtopic 2: Career Development and Well-Being at Work** | | |
| Thurs, Oct. 9 | Career choice and development |  |
| 8: Tues, Oct 14 | Education and access to work |  |
| Thurs, Oct 16 | Job search and internships | **Writing Assign. 2** |
| 9: Tues, Oct 21 | NO CLASS – FALL BREAK |  |
| Thurs, Oct 23 | Vocational interests |  |
| 10: Tues, Oct 28 | Work values |  |
| Thurs, Oct 30 | Personality in the workplace |  |
| 11: Tues, Nov 4 | Knowledge, skills, and abilities |  |
| Thurs, Nov 6 | Career center presentation (*guest* *lecture*) |  |
| 12: Tues, Nov 11 | Income and career success |  |
| Thurs, Nov 13 | Job satisfaction |  |
| 13: Tues, Nov 18 | Societal contributions of work | **Writing Assign. 3** |
| Thurs, Nov 20 | Diversity in the workplace |  |
| 14: Tues, Nov 25 | Mental health and wellness |  |
| Thurs, Nov 27 | NO CLASS – THANKSGIVING |  |
| 15. Tues, Dec 2 | Course review |  |
| Thurs, Dec 4 | **EXAM 2** | **Exam 2 (in class)** |

\* The instructor reserves the right to change the content of this syllabus.

There will be an honors option for this course. Please talk to Professor Hoff if you are interested.

**Required Reading list:**

**Direct link to all pdfs in Sharepoint folder:** [PSY 455 - Readings](https://michiganstate-my.sharepoint.com/:f:/g/personal/khoff_msu_edu/EvvxOG1-qxtGhS6Arscg2BUB-ghlqV3xxJFyKC-sAa2rAQ?e=cD7ehr)

Aug 26: Background and Review of I/O Psychology

* No readings due before first day of class

**SUBTOPIC 1. TECHNOLOGY AND THE CHANGING NATURE OF WORK**

Aug 28: Workplace trends

* SIOP (2024). Top 10 Workplace Trends 2023 <https://www.siop.org/Business-Resources/Top-10-Work-Trends>
* Agovino, T. (2024). What will the workplace look like in 2025? *Society for Human Resource Management Feature Story.* <https://www.shrm.org/topics-tools/news/all-things-work/will-workplace-look-like-2025>
* Wigert, D., & Pendell, R. (2024). 7 Workplace Challenges for 2025. *Gallup Workplace.* <https://www.gallup.com/workplace/654329/workplace-challenges-2025.aspx>

Sept 2: Research Methods in I/O Psychology

* McCleod (2025) Research Methods in Psychology. Available here: <https://www.simplypsychology.org/research-methods.html>

Sept 4: Technology and AI Overview

* Kinder, M., Briggs, X., Muro, M. & Liu, S., (2024). Generative AI, the American worker, and the Future of Work. *Brookings Institute Report*. <https://www.brookings.edu/articles/generative-ai-the-american-worker-and-the-future-of-work/>
* Yeyati (2024). Commentary: Why gen AI can’t fully replace us (for now). *Brookings Institute.* <https://www.brookings.edu/articles/why-gen-ai-cant-fully-replace-us-for-now/>
* Bureau of Labor Statistics: Employment Projections: Popular graphics. (Just look at the graphics available through the link): <https://www.bls.gov/emp/graphics/>

Sept 9: Where and how we work

* Shockley, Allen & Grant (2024). Remote Work: Post-COVID-19 State of the Knowledge

and Best Practice Recommendations. *SIOP White Papers.* <https://www.infocop.es/wp-content/uploads/2024/10/Remote-Work-Post-COVID-19-State-of-the-Knowledge-and-Best-Practice-Recommendations.pdf>

* Allen, T., Beham, B., Ollier-Malaterre, A., Baierl, A., Alexandrova, M., Beauregard, A., ... & Waismel-Manor, R. (2024). Boundary management preferences from a gender and cross-cultural perspective. *Journal of Vocational Behavior*, 148, 103943.

Sept 11: Interactions of people and technology

* Qin, X., Zhou, X., Chen, C., Wu, D., Zhou, H., Dong, X., ... & Lu, J. G. (2025). AI aversion or appreciation? A capability–personalization framework and a meta-analytic review. *Psychological bulletin*, *151*(5), 580.
* Hoff, K. A., & Bashir, M. (2015). Trust in automation: Integrating empirical evidence on factors that influence trust. *Human Factors*, *57*(3), 407-434.
* Juma (2016). Why do people resist new technologies? History might provide the answer. *World Economic Forum.* <https://www.weforum.org/stories/2016/07/why-do-people-resist-new-technologies-history-has-answer/>

Sept 16: Technology and selection

* Nye et al (2023). Considerations and Recommendations for the Validation and Use of AI-Based Assessments for Employee Selection. *SIOP Task Force Report. Available at:* <https://www.siop.org/Portals/84/SIOP%20Considerations%20and%20Recommendations%20for%20the%20Validation%20and%20Use%20of%20AI-Based%20Assessments%20for%20Employee%20Selection%20010323.pdf?ver=5w576kFXzxLZNDMoJqdIMw%3d%3d>
* Landers & Behrend (2023). Auditing the AI Auditors: A Framework for Evaluating Fairness and Bias in High Stakes AI Predictive Models. *American Psychologist.* <https://psycnet.apa.org/fulltext/2022-30899-001.pdf>

Sept 18: Technology and training

* Mast, M. S., Kleinlogel, E. P., Tur, B., & Bachmann, M. (2018). The future of interpersonal skills development: Immersive virtual reality training with virtual humans.*Human Resource Development Quarterly, 29*(2), 125-141.
* Noguchi, Y. (2019, Oct 8). Virtual reality goes to work, helping train employees. NPR. <https://www.npr.org/2019/10/08/767116408/virtual-reality-goes-to-work-helping-train-employees> 4:00

Sept 23: Worker Surveillance

* American Psychological Association (2023). Electronically monitoring your employees? It’s impacting their mental health. <https://www.apa.org/topics/healthy-workplaces/employee-electronic-monitoring>
* Ravid et al., (2022). A meta-analysis of the effects of electronic performance monitoring on work outcomes. *Personnel Psychology*. <https://onlinelibrary.wiley.com/doi/10.1111/peps.12514>

Sept 25: Gig Economy and Alternative Work Arrangements

* Charlton, S. (2024). What is the gig economy and what's the deal for gig workers? <https://www.weforum.org/stories/2024/11/what-gig-economy-workers/>
* Noguchi Jan 23, 2018. Will Work For No Benefits: The Challenges Of Being In The New Contract Workforce. <https://www.npr.org/2018/01/23/579720874/will-work-for-no-benefits-the-challenges-of-being-in-the-new-contract-workforce>
* Spreitzer, GM, Cameron, L & Garrett, L (2017). Alternative work arrangements: Two Images of the New World of Work. *Annual Review of Organizational Psychology and Organizational Behavior, 473-499.*

Sept 30: Technology and Work Around the World: part 1

* Meyer, E. (2017). Being the boss in Brussels, Boston, and Beijing. *Harvard Business Review*, July-August, 70-77.
* United Nations (2024). *Shifting Demographics*. https://www.un.org/en/un75/shifting-demographics

Oct 2: Technology and Work Around the World: part 2

* Knappert, L., Kornau, A., & Figengül, M. (2018). Refugees' exclusion at work and the intersection with gender: Insights from the Turkish-Syrian border. *Journal of Vocational Behavior*, *105*, 62-82.
* Laws et al (2024). The Clock is Ticking on SubSaharan Africa's Urgent Job Creation Challenge. <https://www.imf.org/en/Blogs/Articles/2024/11/12/the-clock-is-ticking-on-sub-saharan-africas-urgent-job-creation-challenge>

Oct 7: IN CLASS EXAM 1

**SUBTOPIC 2. CAREER DEVELOPMENT AND WELL-BEING AT WORK**

Oct 9. Career choice and development

* Lent, R. W., & Brown, S. D. (2019). Social cognitive career theory at 25: Empirical status of the interest, choice, and performance models. *Journal of Vocational Behavior, 115*. 103316.
* DePatie, T. P., Sachdeva, A., Shahani-Denning, C., Grossman, R., & Nolan, K. P. (2022). Enhancing the representation of women: How gender diversity signals and acknowledgement affect attraction to men-dominated professions. *Personnel Assessment and Decisions*, *8*(2), 4. <https://doi.org/10.25035/pad.2022.02.004>
* \*Also, explore gender differences in employment rates across occupations using this website: <https://www.dol.gov/agencies/wb/data/occupations>

Oct 14. Education and Access to Work

* Schneider, B, and Young, L. (2019). Advancing workforce readiness among low-income and minority high school students. In *Workforce Readiness and the Future of Work*, 1st ed. London: Routledge, pp. 53–70.
* Lewis (2021). How does a Detroit community college student get ahead?*Bridge Detroit*. Available at: <https://www.bridgedetroit.com/how-does-a-detroit-community-college-student-get-ahead/>
* Braun-Silva (2024) School districts take mixed approach to AI as federal government signals support. *ABC News.*  <https://abcnews.go.com/GMA/Living/school-districts-approach-to-ai/story?id=124783860>

Oct 16: Job Search and Internships

* Fuhrmans & Ellis (2024): Half of College Grads Are Working Jobs That Don’t Use Their Degrees. *Wall Street Journal.*
* Van Hooft, E. A., Kammeyer-Mueller, J. D., Wanberg, C. R., Kanfer, R., & Basbug, G. (2021). Job search and employment success: A quantitative review and future research agenda. *Journal of Applied Psychology*, *106*(5), 674.

Oct 21: NO CLASS – ENJOY FALL BREAK!

Oct 23. Vocational Interests

* Wille, B., & De Fruyt, F. (2023). The resurrection of vocational interests in human resources research and practice: Evidence, challenges, and a working model. *International Journal of Selection and Assessment*.
* Hoff, K. A., Granillo-Velasquez, K. E., Hanna, A., Morris, M. L., Oswald, F. L., & Rounds, J. (2024). Interest gaps in the labor market: Comparing people’s vocational interests with national job demands. *Journal of Business and Psychology*, 1-22.
* \*Also, take the O\*NET Interest Profiler (and save a screenshot of your results), available here: <https://www.mynextmove.org/explore/ip>

Oct 28. Work values

* Abessolo, M., Hirschi, A., & Rossier, J. (2019). Development and Validation of a Multidimensional Career Values Questionnaire: A Measure Integrating Work Values, Career Orientations, and Career Anchors. *Journal of Career Development*, 1-17. doi:10.1177/0894845319846567
* Kalleberg, A. L., & Marsden, P. V. (2019). Work Values in the United States: Age, Period, and Generational Differences. *The Annals of the American Academy of Political and Social Science*, *682*(1), 43–59. https://doi.org/10.1177/0002716218822291
* \*Also, take the CareerOneStop Values Matcher (and save a screenshot of your results), available here: <https://www.careeronestop.org/Toolkit/Careers/work-values-matcher.aspx>

Oct 30. Personality in the workplace

* Hoff, K. A., Einarsdóttir, S., Chu, C., Briley, D. A., & Rounds, J. (2021). Personality changes predict early career outcomes: Discovery and replication in 12-year longitudinal studies. *Psychological Science*, *32*(1), 64-79.
* Joseph, D. L., Jin, J., Newman, D. A., & O'Boyle, E. H. (2015). Why does self-reported emotional intelligence predict job performance? A meta-analytic investigation of mixed EI. *Journal of Applied Psychology*, *100*(2), 298.
* \*Also, take at least 125 items on the SAPA personality test (and save a screenshot of your results, though you don’t need to share your cognitive ability test results). Click the ‘Start the test’ button on upper-right part of the screen: <https://www.sapa-project.org/> (note this site also includes links to a number of other assessments, which you can take for fun if you’d like)

Nov 4: Knowledge, Skills, and Abilities

* Soto, C. J., Napolitano, C. M., Sewell, M. N., Yoon, H. J., Murano, D., Casillas, A., & Roberts, B. W. (2023). What I do and what I can do: Testing the convergence and incremental validity of social, emotional, and behavioral skills vs. traits for predicting academic success. *Journal of Research in Personality*, *104*, 104382.
* Sackett, P. R., Demeke, S., Bazian, I. M., Griebie, A. M., Priest, R., & Kuncel, N. R. (2024). A contemporary look at the relationship between general cognitive ability and job performance. *Journal of Applied Psychology*, *109*(5), 687.
* \*Also, take the CareerOneStop Skills Matcher, (and save a screenshot of your results), available here: <https://www.careeronestop.org/Toolkit/Skills/skills-matcher.aspx>

Nov 6. CAREER CENTER PRESENTATION (GUEST LECTURE)

* No readings for this class

Nov 11: Income and Career Success

* Ward, S. (2024). Choosing money over meaningful work: Examining relative job preferences for high compensation versus meaningful work. *Personality and Social Psychology Bulletin*, *50*(7), 1128-1148.
* Ng, T. W., Eby, L. T., Sorensen, K. L., & Feldman, D. C. (2005). Predictors of objective and subjective career success: A meta‐analysis. *Personnel Psychology*, *58*(2), 367-408.

Nov 13. Job satisfaction

* Judge, T. A., Zhang, S. C., & Glerum, D. R. (2020). Job satisfaction. *Essentials of job attitudes and other workplace psychological constructs*, 207-241.
* Tay, L., Batz-Barbarich, C., Yang, L. Q., & Wiese, C. W. (2023). Well-being: The ultimate criterion for organizational sciences. *Journal of Business and Psychology*, *38*(6), 1141-1157.
* Pew Research Center (2024). Most Americans Feel Good About Their Job Security but Not Their Pay. <https://www.pewresearch.org/social-trends/2024/12/10/most-americans-feel-good-about-their-job-security-but-not-their-pay/>

Nov 18. Societal contributions of work

* Liao, H., Su, R., Ptashnik, T., & Nielsen, J. (2022). Feeling good, doing good, and getting ahead: A meta-analytic investigation of the outcomes of prosocial motivation at work. *Psychological bulletin*, *148*(3-4), 158.
* Gallup (2024). Ethics Ratings of Nearly All Professions Down in U.S. <https://news.gallup.com/poll/608903/ethics-ratings-nearly-professions-down.aspx>
* Wiblin (2015). What are the 10 most harmful jobs? *80,000 Hours Blog.* <https://80000hours.org/2015/08/what-are-the-10-most-harmful-jobs/>

Nov 20. Diversity in the workplace

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Nov 27: NO CLASS- HAPPY THANKSGIVING!

Dec 2: Course review

* Readings TBD

Dec 4. IN CLASS EXAM 2